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ABSTRACT

Based on recent reading research, this secondary school developmental reading curriculum guide presents a reading program to help developmental students acquire strategies to begin independent reading of a variety of print materials and for a range of purposes. The introductory section of the guide presents a rationale and a declaration of philosophy, and relates "Reading 10" to the Alberta, Canada, senior high school language arts program, as well as to the overall high school program. A statement of content and a list of resources complete this section. The next section, designed to help teachers plan for effective instruction, provides a detailed description of the "Reading 10" program in an expanded statement of content that includes recommended teaching/learning activities and strategies. The last section on methodology and evaluation furnishes suggestions for approaches to teaching and evaluation which are appropriate to the philosophy of the "Reading 10" program. A select bibliography concludes the guide. (NKA)

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Senior High School

CURRICULUM GUIDE

ED284188

READING 10

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READING 10

CURRICULUM GUIDE

1987

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PREFACE

This guide has been prepared to help teachers implement Reading 10 in Alberta high schools. Teachers are encouraged to use it in conjunction with the more extensive accompanying monograph, Teaching and Evaluating Reading in the Senior High School. We suggest that you take a few minutes to familiarize yourself with the contents.

- PART ONE introduces the course and relates Reading 10 to the senior high language arts program and the overall high school program. The Statement of Content and list of resources concludes this section.

- PART TWO lays out the course in an Expanded Statement of Content which includes suggested teaching/learning activities and strategies. This section is designed to help teachers plan for effective instruction.

- PART THREE gives suggestions for approaches to teaching and evaluation which are appropriate to the philosophy of Reading 10.

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NOTE: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the program of studies. In these instances, the content is printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

TABLE OF CONTENTS

Page

PART ONE: INTRODUCTION TO READING 10

RATIONALE 1

PHILOSOPHY 1

Reading 10 and the Senior High Language Arts Program Philosophy. 2

GOALS AND OBJECTIVES OF READING 10 5

Reading 10 and the Goals of Secondary Education 6

Reading 10 and the Secondary School Program 9

Reading 10 and the Development of Desirable Personal Characteristics 9

Reading 10 and Core Courses 9

Reading 10 and the Library Program 11

Reading 10 and the Senior High Language Arts Program 11

STATEMENT OF CONTENT OF READING 10 13

Required and Elective Components of Reading 10 13

Statement of Content of Reading 10 14

RESOURCES FOR READING 10 16

PART TWO: EXPANDED STATEMENT OF CONTENT

CONTENT AND STRUCTURE OF READING 10: A CLOSER LOOK 19

Structure and Organization of the Course 19

Course Emphasis 19

Real Reading 19

EXPANDED STATEMENT OF CONTENT 20

PART THREE: METHODOLOGY AND EVALUATION

THE READING PROCESS 37

WHAT IS A GOOD READER? 39

Page

APPROPRIATE TEACHING APPROACHES 42

Teacher as Role Model 44

Teacher and Student Self-Concept 44

EVALUATION 44

Diagnostic Procedures 44

Ongoing Evaluation 45

Summative Evaluation 45

SELECT BIBLIOGRAPHY 46

List of Figures:

Figure 1: Self-Concept and Reading 5

Figure 2: Reading 10 and the Goals of Secondary Education . . . 7

Figure 3: Reading 10 and the Secondary Education Review Criteria 10

Figure 4: Required and Elective Components of Reading 10 13

Figure 5: A Conceptual Model of Reading: Reading as Interaction Between Reader and Text 38

Figure 6: Characteristics of Three Types of Reading Students 40

Figure 7: ASCD, Educational Leadership - Feb. 1985 43

Figure 8: Desired Outcomes of Reading 10 45

"Reading is the most remarkable specific performance that civilization has learned in all its history."

--Edmund B. Huey

PART ONE:
Introduction to Reading 10

[redacted]

Reading 10 has been designed as a developmental reading course which will meet the need of many high school students for a course which focuses on improving strategies for deriving meaning from print.

Reading 10 is built on recent reading research. It is a program in which the student will be helped to develop strategies to begin independent reading of a variety of print materials, for a range of purposes, in present and future reading situations.

Reading 10 is designed for classroom use; it cannot and should not replace reading clinicians for help with severe reading problems. School systems fortunate enough to have reading specialists and/or clinicians should use their expertise in dealing with remediation for those students who require clinical assistance. Reading 10 is not designed as a remedial reading course to deal with the problems of that part of the student population (2 - 5%) which has severe reading disabilities. For most high school readers, however, the course offers opportunity to develop and strengthen reading skills and strategies.

Reading 10 is directed to high school students who wish to strengthen their reading skills in order to become more successful in school and out-of-school reading and learning. It is hoped that the course will be made available to high school students having a broad range of abilities. Reading 10 is designed in such a way that it can be taught:

- Developmentally, for students of average to better than average reading ability;
- Correctively, for students with acknowledged reading weaknesses.

Reading 10 is not designed to be a remedial reading course to solve reading problems which need clinical attention.

[redacted]

Reading 10 presupposes a wide experience of language on the part of the high school student and builds upon that prior experience. Reading is a process by which the student gains meaning from print material, a process which involves the full language capability of the student. Strategies for improving reading can be learned, and, once learned, can be transferred to reading activities both in and out of school.

- A wide range of reading materials should be used, focusing on real reading situations rather than on exercises in isolation.
- The strategies learned should be deliberately applied to real-life reading situations, with special attention to school reading experiences.
- While the focus of the course is on gaining and strengthening skills for deriving meaning from print, the program shares the assumption of the Senior High Language Arts program that language experiences are inter-related. Thus, speaking, listening, writing, and possibly viewing should be involved in the teaching and learning activities of this course.

- Reading cannot be separated from the life of the student who is attempting to improve existing reading ability. Poor self-concept is often a stumbling block to improving reading. Every effort should be made to give students positive and successful experiences in reading.

- The classroom atmosphere must be encouraging and supportive of students as persons of worth.

- The student should be helped to bring prior knowledge to reading text, and to transfer learned reading skills and strategies to new reading situations.

Reading 10 and the Senior High Language Arts Program Philosophy

Reading 10 builds upon the philosophy of the Language Arts Program, Grades 1 to 12. The italicized statements below are taken from the Senior High Language Arts Curriculum Guide, 1982 (pp. 4-5). Each statement is followed by a comment explaining the relationship of that statement to Reading 10.

A language arts program should emphasize lifelong applications of language arts skills.

- *Development of language arts skills is integrally related to success in one's further education, career and social life.*

- *Discriminating enjoyment of literature...and...mass media can lead to an enriched use of leisure time.*

The Reading 10 course is addressed to the lifelong reading needs of students, focusing on reading for information, for business and social life, and for personal satisfaction.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- *Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.*

- *Classroom activities should incorporate experiences which reflect meaningful uses of language....*

While focusing attention on reading, the Reading 10 course reflects an integrated, whole language approach to the language arts, recognizing that reading proficiency can best be gained in combination and interrelation with the other language arts strands. Meaningful use of language is the foundation of the Reading 10 course, with the reader's purpose finding fulfillment in a range of reading materials drawn from real-life sources.

Experience and language are closely interwoven in all learning situations...

- *Students must be given opportunities to enlarge their experiences...*
- *Students must be given help in...thinking...about their experiences.*

An integral aspect of the Reading 10 course is its emphasis on the importance of students learning to bring relevant prior experience of life and of language to the reading process. Reading 10 will enlarge student experience and help students to reflect metacognitively.

Language expansion occurs primarily through active involvement in language situations.

The Reading 10 course encourages attentive and active involvement in real reading experiences as the primary vehicle of reading improvement.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.

- *Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.*
- *The school should help students extend their thinking skills...*

The Reading 10 course is structured to give students experience in reading for a range of functions in widely varied contexts and modes.

Throughout this course reading is understood to be a thinking process by which meaning is derived from print text, and the Reading 10 course is intended to help students extend their thinking skills both in gaining meaning and in evaluating ideas and sources.

Language functions throughout the entire curriculum.

- *The application of language skills is necessary for successful achievement in all subject areas.*
- *Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.*

Reading 10 is designed to help students improve reading skills needed for success in school as well as in the workplace. The Reading 10 course is intended to be complementary to teaching in the subject areas.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- *Students should become increasingly discriminating in their evaluation of communications in a variety of modes.*

Reading 10 is designed to encourage increasing independence in selecting, reading and evaluating a wide range of material for a number of significant reader purposes. Students will become increasingly discriminating in their choice of suitable material and mature in their response to what is read.

THE GOAL OF READING 10 IS TO IMPROVE EACH STUDENT'S ABILITY TO GAIN MEANING FROM PRINT MATERIALS.

The course should give the student:

- opportunity to become more actively involved in the process of reading; an environment that encourages willingness to make the effort to assess and apply prior knowledge; the ability to deal with the unfamiliar by means of the familiar, and to deal effectively with problems and distractions;
- increasing consciousness of one's own purposes in reading, and increasing ability to deal with print material in the light of the purpose for which it is read;
- increased independence in reading; ability and desire to take more responsibility for choosing reading material and selecting appropriate strategies for dealing with it;
- a heightened awareness of the process by which meaning is gained through reading, with reflective feedback guiding the student's growth;
- an increased awareness of special features of print text which aid the reader in deriving meaning, and of the special features of print text reflecting the purposes for which print material may be written and produced;
- practice in applying reading strategies to a range of real reading materials;
- increased competence in reading, with resultant increased personal confidence;
- an enhanced self-concept as reader, learner, and person of worth.

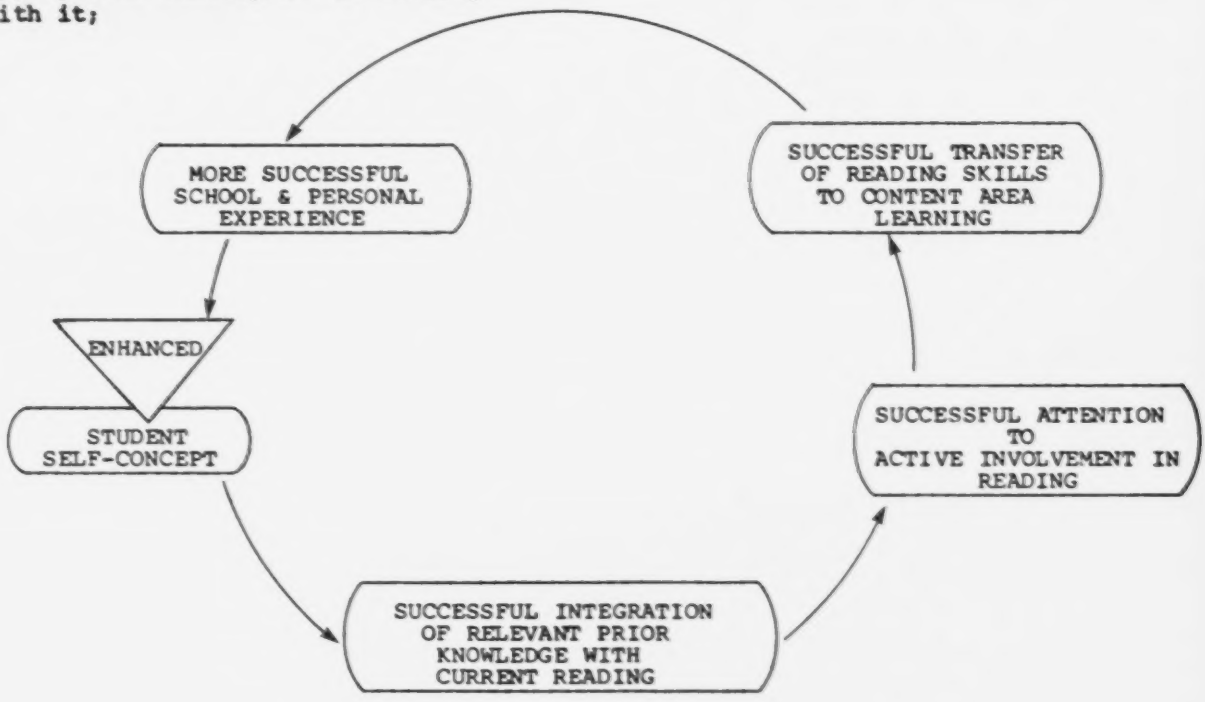

MORE SUCCESSFUL SCHOOL & PERSONAL EXPERIENCE
ENHANCED
STUDENT SELF-CONCEPT
SUCCESSFUL INTEGRATION OF RELEVANT PRIOR KNOWLEDGE WITH CURRENT READING
SUCCESSFUL ATTENTION TO ACTIVE INVOLVEMENT IN READING
SUCCESSFUL TRANSFER OF READING SKILLS TO CONTENT AREA LEARNING

Figure 1: Self-Concept and Reading

Reading 10 and the Goals of Secondary Education

Reading 10 is in harmony with and contributes to the Goals of Secondary Education as presented in the publication *Secondary Education in Alberta*, June 1985.

The table on page 7 identifies particular contributions of Reading 10 to the achievement of the stated goals. (Figure 2)

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:	
• develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry;	• In Reading 10, reading is taught as thinking. Students are encouraged to become critically aware of the process by which meaning is made from text. Problem-solving ability is enhanced through awareness of the words and linguistic structures by which problems are presented.
• master effective language and communication skills, including the ability to use communications technology;	• Reading 10 gives students opportunity to develop increased competency in reading, an important communication skill. Print text is processed from a page or computer terminal by a similar method of composition of meaning from cues.
• acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society;	• Knowledge and skills gained in Reading 10 are directly applicable to life in and out of school and will assist students to become responsibly involved in society.
• learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems;	• Specific skills and approaches needed for effective reading in the social studies and other core subject areas are emphasized in Reading 10 under the "Reading for Information" section of the Statement of Content.
• become aware of the expectations, and be prepared for the opportunities of the workplace - expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;	• Specific skills needed for effective functioning in the workplace are emphasized in Reading 10 under the "Reading for Business and Social Life" section of the Statement of Content.

Figure 2: Reading 10 and the Goals of Secondary Education

• assume increasing responsibility for independent and continuous learning, and develop positive attitudes towards learning while in school, in preparation for self-directed, life-long educational experiences;	• Students are encouraged and helped to become independent readers with life-long reading habits. This emphasis is developed under the "Reading for Personal Satisfaction" section of the Statement of Content.
• learn about themselves and develop positive, realistic self-images;	• Reading 10 encourages a positive approach to reading based on research which shows that a negative self-image is a major inhibitor of reading proficiency. The course is designed to enhance students' self-image as readers and as learners through teaching them to utilize prior experience and to apply newly gained skills and strategies to reading situations in and out of school.
• develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behavior;	• The classroom atmosphere which Reading 10 promotes is one of mutual help towards shared goals.
• develop cultural and recreational interests and realize personal aspirations.	• Reading 10 is designed to help students integrate reading into their lives as a cultural and recreational activity. The entire course is developed around reader purpose, with setting and realizing personal goals as the primary motivational factor.

Figure 2: Reading 10 and the Goals of Secondary Education

Reading 10 and the Secondary School Program

Reading 10 and the Development of Desirable Personal Characteristics

Reading 10 is designed to be congruent with the development of desirable personal characteristics, as set forth in the *Program of Studies for Senior High Schools*. In particular, Reading 10 is conducive to the development of the following intellectual traits: open-mindedness; critical thinking; intellectual curiosity; creativity; pursuit of excellence; appreciation of aesthetic values. The following social/personal characteristics will also be reinforced by the course: cooperation; industry; a strong sense of self-worth; perseverance; attentiveness. The classroom atmosphere of mutual support and encouragement will be supportive of the following ethical/moral characteristics: respect for rights and opinions of others; responsibility for own actions; tolerance of different points of view, but ability to reject extreme or unethical positions; freedom from undue bias and prejudice; and honesty.

Reading 10 and Core Courses

An important concept of Reading 10 is the application of reading skills across the curriculum, particularly in the content (core) areas. The teacher is encouraged to study the Statement of Content in order to see the way in which this emphasis is developed under the reader's objective of "Reading for Information" (page 14).

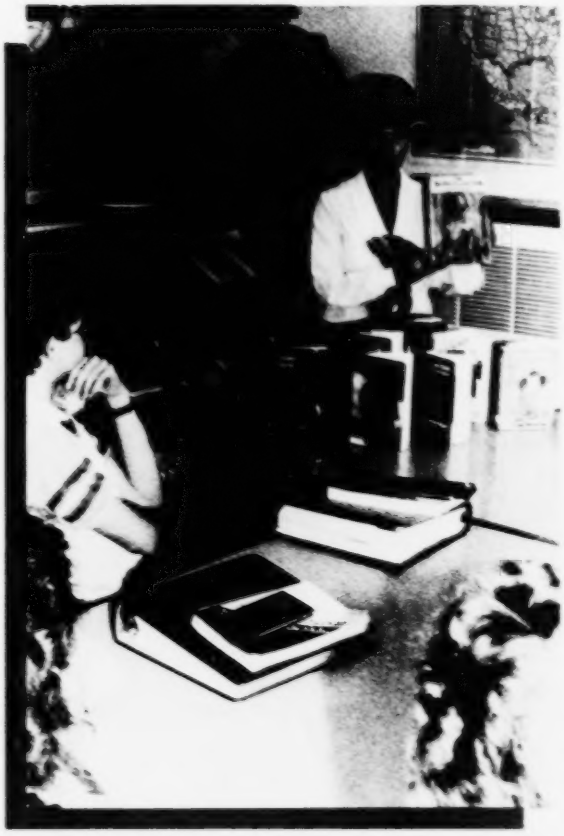
Reading 10 supports programs which emphasize the development of reading skills across the curriculum. The Reading 10 teacher could become a key resource person for a school-wide reading committee. Interaction between the Reading 10 teacher(s) and core content area teachers will make both the Reading 10 course and the teaching and reading within the content areas more effective.

1. Provides for the intellectual development of each student and fosters the desire for lifelong self-directed learning.	Reading 10, through emphasis on the development of reading strategies, assists the student's intellectual development and facilitates self-directed lifelong learning.
2. Takes into account: . the nature and needs of the learner . the nature and needs of a changing society . the nature of knowledge . the learning environment	Reading 10 was piloted with students exhibiting a range of abilities from E.M.H. to academically oriented. By concentrating on the development of strategies to read various kinds of printed material, the program addresses the nature and needs of the learner, and of changing society, and the nature of knowledge and the learning environment.
3. Prepares students for responsible citizenship through development of critical and creative thinking, communication, personal development, science and technology and an understanding of the community.	The program is designed to assist students to develop and/or improve a variety of reading skills, thus providing the basis for critical thinking skills, enhancing creative thinking and improving communication across the various disciplines.
4. Helps students to recognize principles and develop personal values that enhance responsible moral and ethical behavior.	The program assists the student to develop responsibility for actions and to maximize unique talents. It builds on the student's self-esteem, tolerance and understanding.
5. Provides opportunities to involve the community, and recognizes and supports learning experiences that take place outside of schools.	The program contains concepts relative to the workplace, and emphasizes personal responsibility for education, constructive relationships with others and effective use of leisure time.
6. Uses educational technology and helps students understand the concept, the potential impact and the use of technology.	The learning resources address the use of technology.
7. Recognizes and is adapted to students with a wide range of needs and abilities.	The program is planned for students who are average to above average in reading ability as well as those with acknowledged reading weaknesses.

Figure 3: Reading 10 and the Secondary Education Review Criteria

Reading 10 and the Library Program

Reading 10 is designed to be supportive of, and supported by, the high school library program. Most of the course work is accomplished through actual reading. Book talks and other librarian-initiated activities will stimulate interest and suggest reading materials to students. Reading 10 emphasizes increased independence in selecting and evaluating material relative to reader purpose.



Reading 10 and the Senior High Language Arts Program

Reading 10 has been developed to complement the language arts program (English 10, 20, 30 and English 13, 23, 33) and supports the philosophy and goals of the Alberta language arts program, Grades 1 to 12 (see *Senior High Language Arts Curriculum Guide*, pp. 4-5, 8-10).

The Reading 10 course, by definition, focuses primarily on one strand of language. However, reading is such a complex language process that teachers will find themselves continuously integrating speech, writing, viewing and listening as means for enriching and improving reading strategies and approaches. At the same time, the course provides an opportunity for students and

teachers to focus on processes, strategies and skills particularly related to the act of reading in a number of significant contexts.

The emphasis in Reading 10 is on reading as a process, while the emphasis in the core curriculum is much broader, with reading perceived as one of several receptive language arts activities. At the same time, a whole language approach is as fundamental to the Reading 10 course as it is to the core language arts courses.

- Reading/Writing: Teachers will make use of the obvious connections between the complementary processes of reading and writing, eliciting response to reading, and reflection on the reading process through writing.

- Reading/Listening/Viewing: Understandings about how meaning is gained through reading will be reinforced through experiences with the other receptive strands.

- Reading/Speaking: Students will be encouraged to discuss their reading experiences, to articulate questions and problems related to reading, and to respond to what they have read by speaking in one-to-one discussion, and in small group and whole class situations.

Required and Elective Components of Reading 10

Reading 10 is a complementary course designed to help students improve their reading. The course helps develop three main reading functions: reading for information, reading for business and social life, and reading for personal satisfaction. The course is designed for students in any grade who want or need to improve their reading.

The required and elective component of Reading 10, offered for 3, 4, or 5 credits, is spelled out below.

Teachers are advised that an expanded version of the Statement of Content in which objectives are itemized under reader purpose and illustrated by suggested skills, strategies, and activities, is located in this curriculum guide, pp. 20 to 33.

The Expanded Statement of Content is recommended as a teaching guide.

Required and Elective Components of Reading 10

	3-Credit	4-Credit	5-Credit
Required	A 1, 2, 3, 4 B 1, 2 C 1, 2, 3 D 1, 2	A 1, 2, 3, 4 B 1, 2 C 1, 2, 3, 4 D 1, 2, 3	A 1, 2, 3, 4 B 1, 2 C 1, 2, 3, 4 D 1, 2, 3 E 1, 2
Elective	C 4 D 3, 4	D 4 E 1	D 4 E 3

Figure 4: Required and Elective Components of Reading 10

CONCEPT A:

THE READER LEARNS THAT READING CAN FULFILL A VARIETY OF IMPORTANT PURPOSES FOR THE READER.

OBJECTIVES

The Reader:

1. learns that a purpose for reading might be to

   a) gain information about a specific topic or subject, or to acquire broader general knowledge;

   b) understand and respond to communications related to job, personal business, or social activity;

   c) enjoy the recreational and entertainment value of print material.

2. becomes aware of the importance of reading for school success, for success in one's business and social life, and for satisfaction as a leisure activity.

3. learns to transfer strategies for reading to school and other milieus in which reading for information is important; to apply reading skills and strategies in reading situations encountered in business and social life; and to develop the habit of reading for personal satisfaction.

4. increases the level of attention to and active involvement in reading in order to accomplish a purpose.

CONCEPT B:

THE READER LEARNS TO RECOGNIZE AND USE PRIOR KNOWLEDGE AND EXPERIENCE OF LANGUAGE AND LIFE IN MAKING MEANING FROM PRINT TEXT.

OBJECTIVES

The Reader:

1. learns that he or she has relevant prior experience which will help in predicting and confirming meaning, and

   a) links prior personal experience of a subject to what is being read for information;

   b) links prior personal experience of a business or personal interaction to what is being read for business or social reasons;

   c) links prior personal experience in life and language to what is being read for pleasure.

2. learns that prior language experience, including known words and recognized language patterns, can assist one in understanding meaning.

CONCEPT C:

THE READER LEARNS TO APPROACH READING WITH AN AWARENESS THAT THE PURPOSE FOR WHICH PRINT MATERIAL IS WRITTEN AND PRODUCED IS REFLECTED IN ITS STRUCTURE, ORGANIZATION, AND FORMAT.

OBJECTIVES

The Reader:

1. understands that a writer's purpose in informative or utilitarian text may be to explain, inform, teach or persuade; in text intended to be read for pleasure, the writer's purpose may be to entertain, describe, illustrate, satirize, inform, persuade, or illuminate.

2. learns to recognize structural signals embedded in the language of text.

3. becomes aware that print material is organized and set forth according to the purpose for which it is intended.

4. learns to recognize and cope with the specific characteristics and demands of print materials which are intended to convey information to the reader, intended to facilitate business and social activities, or are designed to be read for personal satisfaction.

CONCEPT D:

THE READER LEARNS TO SELECT AND DEVELOP READING STRATEGIES APPROPRIATE TO THE PURPOSE FOR WHICH PRINT MATERIAL IS READ.

OBJECTIVES

The Reader:

1. learns that numerous reading strategies have already been developed, and that this repertoire of strategies can be enlarged and refined.

2. expands strategies for dealing with words:

   a) develops strategies for learning unfamiliar words;

   b) learns vocabulary in specialized fields as necessary;

   c) learns that words in themselves can be a source of pleasure.

3. expands strategies for dealing with visual and aural cues to meaning:

   a) becomes more proficient at reading and interpreting visual accompaniments to print material;

   b) learns to develop visuals (on paper or in his/her mind) to help gain meaning or pleasure from print text;

   c) develops an ability to reproduce oral equivalents to written language in order to gain or convey meaning or to derive pleasure from the rhythm and sound of written language.

4. expands strategies for adjusting speed and intensity of reading:

   a) learns methods of increasing speed and comprehension for the purpose of survey reading, skimming for significant details, or reading for pleasure;

   b) develops close reading strategies for gaining detailed knowledge, complete understanding, or full appreciation of a passage of text.

CONCEPT E:

THE READER BECOMES INCREASINGLY INDEPENDENT IN LOCATING, SELECTING, READING, AND EVALUATING PRINT MATERIALS IN ORDER TO FULFILL SPECIFIC READING PURPOSES.

OBJECTIVES

The Reader:

1. learns to gain access to desired reading material from sources available.

2. learns to evaluate material in terms of reader purpose:

   a) in reading for information, evaluates material in terms of applicability, completeness, and accuracy;

   b) in reading for business and social purposes, evaluates material for accuracy, completeness, applicability, bias;

   c) in reading for pleasure, evaluates material in terms of satisfaction, challenge, sustained interest, enlargement of understanding of life.

3. continues to develop self-directed reading patterns by:

   a) pursuing desired information;

   b) tackling reading tasks associated with business and social life;

   c) widening the range of material read for personal satisfaction and pleasure.

Basic Resources

Ireland, Robert, Reading for Life, Academic Press (Canada), 1986.

Recommended Resource

Ireland, Robert, Reading for Life, Teacher's Guide, Academic Press (Canada), 1986.

Further resources will be added to the basic, recommended, or supplementary resource list as suitable materials are identified.

"What the brain does in 'reading'...is...to make sense of a particular piece of written language in the light of the prior knowledge and current intentions and expectations of the reader."

--Frank Smith

PART TWO:

Expanded Statement of Content

Structure and Organization of the Course

The Expanded Statement of Content (see charts, pp. 20 to 33) has been planned to show the relationship between objectives, reader purpose, and teaching strategies. Several features of the layout of the Expanded Statement of Content should be noted.

- The Course is Organized According to Reader Purpose

  Each of the three vertical columns in the Expanded Statement of Content focuses on a major purpose for reading:

  COLUMN I — READING TO LEARN

  COLUMN II — READING TO FUNCTION IN SOCIETY

  COLUMN III — READING TO SATISFY PERSONAL INTERESTS

  The teacher may choose to organize instruction around these three major reading purposes, using the vertical column listings to guide unit planning.

- The Course is also Organized According to Skill Development

  Reading horizontally across the three columns will show how related skills and strategies can be developed through reading experiences motivated by reader purpose. The teacher could choose to organize instructional units around specific skills or strategies, using the skills and objectives stated horizontally across the three columns.

Course Emphasis

The required and elective components of Reading 10 are shown in Figure 4, p. 12.

The emphasis given to the various reader purposes or to particular skills and strategies will be a teacher decision based on the needs and interests of each particular class.

As much as one-half of the instruction time may be alloted to activities related to Column I (Reading to Learn) with the balance of instruction time spent on the other two columns (Reading to Function in Society and Reading to Satisfy Personal Interests). However, the teacher will make instructional time allotment decisions within the guidelines of the required and elective components based on the particular needs of the Reading 10 class.

Real Reading

Throughout Reading 10, the emphasis will be on the reading of real reading material, rather than reading fragments of text separated from meaningful context. Students will be constantly encouraged to improve their ability to satisfy real purposes for reading. They will utilize actual reading material which they encounter in other school courses, in business and social life, or in personal reading situations. A substantial portion of class time should be allowed for uninterrupted reading of meaningful, student-selected reading material.

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
1. learns that one of the purposes for reading is to gain information about a specific topic or subject, or to acquire broader general knowledge.	. personal log of reading choices . survey of adult or peer reading choices . study of popular magazines to determine kinds of information offered and percentage of space devoted to informational material	1. learns that one of the purposes for reading is to understand and respond to communications related to job, personal business or social activities.	. personal log of reading choices	1. learns that one of the purposes for reading is to enjoy the recreational and entertainment value of print material.	. personal leisure reading record
2. becomes aware of the importance of reading for information for school success.	. reading text and test material in several subject areas	2. becomes aware of the importance of reading for success in business and social life.	. students go to a chosen workplace and note reading activities being undertaken	2. becomes aware of the importance of reading for satisfaction as a leisure activity.	. survey of adult or peer reading choices
3. learns to transfer learned reading strategies to school and other reading tasks in which reading for information is important.	. content area reading tasks with pre- and post-reading instruction and discussion	3. learns to apply reading skills and strategies in real reading situations encountered in business and social life.	. students bring sample forms, directives, instruction sheets from work-place . students bring examples of business and social communications	3. learns to develop the habit of reading for personal satisfaction.	. sustained silent reading opportunity . recommending and sharing of "best bets" in books

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
4. increases the level of attention to and active involvement in reading in order to accomplish purpose.	. recognizing and eliminating distractions . using highlighter, marginal notation, etc.	4. learns to read attentively to accomplish purpose.	. dealing with fine print . reading carefully and re-reading as necessary	4. learns to become more actively involved in reading for personal satisfaction.	. discussing affective response to a book . identification with a character in a book . developing ongoing "conversation" with text/author using interactive notes

Objectives The Reader:	Examples of Skills/ Strategies/Activities
1. learns that relevant prior experience in life helps in predicting and confirming meaning and links prior personal experience of a subject to what is being read for information.	. discussing personal knowledge of a subject . explaining terms a student has gained knowledge of through experience
2. learns that prior language experience including known words and language patterns can assist one in coming to meaning.	. increasing precision in the use of words . word games

Objectives The Reader:	Examples of Skills/ Strategies/Activities
1. learns that relevant prior experience in life helps in predicting and confirming meaning and links prior personal experience of a business or personal interaction to what is being read for business or social reasons.	. discussing experiences related to a document or transaction . exploring terms familiar through experience
2. learns that prior language experience including known words and language patterns can assist one in coming to meaning.	. applying knowledge of roots, prefixes and suffixes

Objectives The Reader:	Examples of Skills/ Strategies/Activities
1. learns that relevant prior experience in life helps in predicting and confirming meaning and links prior personal experience in life and language to what is being read for personal satisfaction.	. becoming aware of related knowledge/ experience . exploring likeness and difference in experience and text
2. learns that prior language experience including known words and language patterns can assist one in coming to meaning.	. developing personal word lists

Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities
The Reader:		**The Reader:**		**The Reader:**	
1. understands that a writer's purpose in informative text may be to explain, inform, teach or persuade.	. differentiating between opinion, authoritative statements and fact . recognizing tone, attitude, and point of view . recognizing unstated assumptions	1. understands that a writer's purpose in utilitarian text may be to explain, inform, teach or persuade.	. differentiating between informative and persuasive material . recognizing propaganda techniques	1. understands that a writer's purpose in text intended to be read for pleasure may be to entertain, describe, illustrate, satirize, inform, persuade, or illuminate.	. recognizing point of view, narrative voice, tone and attitude
2. learns to recognize structural signals embedded in the language of text.	. understanding methods of idea development: - example/ illustration - statistical information - description/ evocation . recognizing features of syntax which highlight relationships of ideas: - cause and effect statements - chronological sequences	2. learns to understand structural signals embedded in the language of text.	. understanding logical linkages: - if/then, notwithstanding . understanding some basic legal terms: - use of suffix -ee, -or, e.g., lessee, lessor - compound words (e.g., hereinafter, aforesaid)	2. learns to recognize structural and organizational signals embedded in the language of text.	. recognizing narrative signals and techniques: - indications of time and time passage - flash-backs - stream-of-consciousness . using chapter headings and lengths as a clue to type of book . recognizing the appeal of some kinds of print

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
2. (cont'd)	- logical linkages (if/then, therefore, however, notwithstanding, on the other hand)				
3. becomes aware that print material is organized and set forth according to the purpose for which it is intended.	. recognizing characteristics of layout and format of informational print materials: - tables of content - index - chapter titles and subheadings - chapter summaries - graphics	3. becomes aware that print material is organized and set forth according to the purpose for which it is intended.	. familiarization with structure and layout of typical business and legal documents: - point structure - print density - use of bold-face type - blanks to be filled in . becoming familiar with a range of standard business forms	3. becomes aware that print material is organized and set forth according to the purpose for which it is intended.	. learning to sometimes overlook lack of eye appeal in favor of other values . recognizing characteristics of layout and format designed to aid enjoyment

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
4. learns to recognize and cope with the specific characteristics and demands of print materials intended to convey information (e.g., school textbooks, non-fiction, self-help books, instruction manuals).	. applying appropriate strategies to content areas . non-textbook materials: - organization of material (news, editorials, special interest sections) - structure of news story - relationships of illustration and text - bias, editorializing - structure of feature article: lead, developmental points, conclusion - visual signals: headings, graphics, illustrations - specialized vocabulary in technical and special interest field

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
4. learns to recognize and cope with the specific characteristics and demands of print materials encountered in personal and business life (e.g., business letters, formal invitations, annual reports, contracts/ agreements, legal documents, guarantees).	. understanding standard business vocabulary and terminology . reading the "fine print" in policies, agreements and contracts . understanding common abbreviations

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
4. learns to recognize and cope with the specific characteristics and demands of print materials read for personal satisfaction (e.g., fiction, drama, poetry, non-fiction).	. awareness of literary formats . example: fiction - understanding dialogue conventions (typical and atypical) - understanding narrative conventions, including flash-backs, stream-of-consciousness, monologue . example: non-fiction article - knowledge of structure, headings, graphics, and their relationships to text - recognition of bias, point of view, and authority - awareness of intended audience

Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities
The Reader:		**The Reader:**		**The Reader:**	
4. (cont'd)	. self-help books: - clear, concrete pattern of organization - operational steps - illustrations, examples and visuals to clarify understanding				

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns that numerous reading strategies have already been developed and that this repertoire of strategies can be enlarged and refined.	. diagnostic activities to learn reading strengths
2. expands strategies for dealing with words:	
a) develops strategies for learning unfamiliar words	. applying knowledge of prefixes, suffixes and roots; where appropriate, derivation . using contextual clues for definitions within the text . locating definitions of unfamiliar terms

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns that numerous reading strategies have already been developed and that this repertoire of strategies can be enlarged and refined.	. reflection (in journal or discussion) on the range of reading used in business and personal life
2. expands strategies for dealing with words:	
a) develops strategies for learning unfamiliar words	. vocabulary building through discussion, word games . using contextual clues and internal definitions to gain meaning . locating definitions of unfamiliar terms

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns that numerous reading strategies have already been developed and that this repertoire of strategies can be enlarged and refined.	. reflection (in journal or discussion) on kinds of reading student may do for pleasure
2. expands strategies for dealing with words:	
a) develops strategies for learning/dealing with unfamiliar words	. learning "going on" strategies . using contextual clues to approximate meaning . looking up key words as necessary

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
2. (cont'd)					
b) learns vocabulary in specialized fields as necessary	. using internal definitions within text . refining concepts related to specialized use of terms	b) learns specialized terms of business forms	. contracts, legal documents, forms . learning, where appropriate, about the historical development of legal terms	b) learns that words in themselves can be a source of pleasure	. engaging in activities which enhance awareness of word construction, development, derivation . engaging in activities which enhance awareness of relationships between words, (e.g., synonyms, antonyms, homonyms, puns, malapropisms, etc.)
3. expands strategies for dealing with visual and aural cues to meaning:		3. expands strategies for dealing with visual and aural cues to meaning:		3. expands strategies for dealing with visual and aural cues to meaning:	
a) becomes more proficient at reading and interpreting visual aids within print material	. reading maps, charts and diagrams	a) becomes more proficient at reading and interpreting visual aids within print materials	. understanding authority or workflow charts . understanding comparative information charts (e.g., Consumer's Guide) . understanding statistical charts	a) becomes more sensitive to the messages conveyed by illustration	. awareness of the illustrator's craft . comparing text and picture . ignoring inappropriate cover or internal illustrations

Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities
The Reader:		**The Reader:**		**The Reader:**	
3. (cont'd)					
b) develops visuals as an aid to deriving meaning from material	. creating and modifying mental images . creating graphic illustrations . note-taking, outlining, highlighting and summarizing	b) may occasionally find it helpful to develop visuals as an aid to deriving meaning from business or legal material	. highlighting . diagramming relationships . charting information for comparison	b) creates personal visualization from print material and for pleasure	. describing a scene from a novel; mapping settings . creating pictorial equivalents to poetic language, events in narrative, characterization
c) develops an ability to reproduce oral equivalents to written language	. refining awareness of such elements as stress, accented syllables, phonic basis of pronunciation . learning to use diacritical marks in dictionary to aid in reproducing aural equivalents	c) continues to develop ability to pronounce unfamiliar words and names	. learning pronunciations and graphic presentation patterns (e.g., breaking down complex words into more manageable parts: "aforesaid")	c) develops an inner ear which responds to rhythm and sound of written language	. oral reading of prepared selected passages; readers' theatre, poetry readings to music background selected by the student . occasional dictation of a passage, giving student opportunity to reproduce text from sound
d) refines the ability to hear author tone and attitude	. ability to differentiate between exposition and satire	d) refines the ability to detect tone and attitude	. differentiating between sincere intention and mere interest	d) refines the ability to hear the voice of the author (including tone and attitude) and of characters within text	. listening to a reading of a passage which may include dialect or accent difficult for reader to re-create

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
3. (cont'd)	. ability to differentiate between main structural points and illustration . ability to discriminate between reasoned argument and "card-stacking"		. detecting exclusions in contracts . detecting manipulative tone (intimidation, flattery) in business communications		. reading passage to detect satire, sarcasm, innuendo . learning to respond to subtle humor
4. expands strategies for adjusting speed and intensity of reading:		4. expands strategies for adjusting speed and intensity of reading:		4. expands strategies for adjusting speed and intensity of reading:	
a) learns how to increase reading speed and comprehension for the purpose of survey reading	. learning speeded comprehension techniques . using prereading activities, including identifying prior knowledge and asking appropriate questions about text . applying skimming techniques for the purpose of preview, overview, assessment of material, and reviewing learning speeded comprehension techniques	a) learns how to review a document by skimming for significant details	. applying reading techniques for the purpose of overview . recognizing main headings and subheadings	a) learns how to increase reading speed and comprehension for the purpose of increasing pleasure in reading	. increasing speed of reading . using skimming techniques and "going-on" strategies, where appropriate

Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities	Objectives	Examples of Skills/ Strategies/Activities
The Reader:		**The Reader:**		**The Reader:**	
4. (cont'd)					
b) develops close reading strategies to gain detailed knowledge from print material	. developing note-taking skills (e.g., précis, summary, paraphrase) . reviewing and rereading by means of a technique such as SQ3R	b) learns to read and reread carefully to gain a complete understanding of a piece of print material	. finding meanings for unknown terms . rereading and questioning for clarification	b) learns methods for close reading to increase pleasure in reading through appreciating style or interpreting a passage in depth (where appropriate to student ability and interest)	. using close reading and analytical skills, where appropriate

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns to gain access to desired information from sources available.	. recognizing the range of sources of information: --textbooks --magazines --newspapers --encyclopedias --dictionaries/ handbooks . using various types of indexes: --book index --library card catalogue --Reader's Guide and Index to Periodical Literature

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns to obtain desired information relevant to personal and business matters from sources available.	. obtaining and using consumer reports and ratings, government publications, etc. . skimming and close reading . reading advertisements as source of information/misinformation

Objectives	Examples of Skills/ Strategies/Activities
The Reader:	
1. learns to obtain reading materials related to personal interest and preferences from sources available.	. sharing books with classmates through informal oral reviews . awareness of library and book store resources available . evaluating a book from jacket design and notes, advertising promotions, illustrations and sample passages . skimming for purpose of selection . finding more books by an author who has pleased a reader in the past . selection on the basis of review

Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities	Objectives The Reader:	Examples of Skills/ Strategies/Activities
2. learns to evaluate material for applicability, bias, completeness and accuracy.	. scanning and skimming to locate and determine usefulness of information . checking date and publisher for relevant information . using bibliographies as leads	2. learns to evaluate material for accuracy, completeness, bias and applicability to particular problem-solving or decision-making purposes.	. comparing and evaluating information (e.g., about a product or topic) from several sources . skimming and close reading	2. learns to evaluate material for pleasure reading in terms of satisfaction, challenge, sustained interest, expanded view of life.	. sharing orally - "The best book I ever read was..." . entries in a looseleaf collection of student recommendations/ reviews
3. pursues desired information.	. reading in special interest fields, with encouragement to find new and more challenging sources of information	3. tackles reading tasks associated with business and social life.	. reading contracts . responding to formal invitation . reading and understanding pertinent legislation	3. widens the range of material read for personal satisfaction.	. students learn that reading for pleasure includes novels, non-fiction and short stories for many people; drama and poetry for some . the student is introduced to progressively more challenging material

"The most tragic sight in any special reading class is a group of students doing more and more exercises in what they have failed to accomplish for the past eight years."

"No adolescent learns to read in a vacuum, with artificial reading matter and no purpose of his own. He needs real books, real intentions, and real help and he ought to have all of these."

--Margaret Meek

PART THREE:

Methodology and Evaluation

Contemporary reading research focuses on what readers do in the process of reading. Psycholinguistics (a term for a field of study which combines the study of language with the study of behaviors associated with learning) treats reading as something quite different from decoding to spoken language. Indeed, the assignment of sound may be quite incidental to the real goal of reading: the making of meaning from print text. A socio-linguistic approach to reading focuses on the social function of reading. Reading 10 reflects research from these two fields: reading is placed in a social context and the focus is on the making of meaning for specific reader purpose.

Robert Tierney sees reading as a process of "composition", by which the reader is constantly assembling information from cues available in text, making predictions as to possible meaning, and then confirming or correcting those predictions on the basis of further awareness of the cues within text. Thus, the reader is actively involved in creating meaning. Provided he or she has sufficient prior knowledge (or "non-visual information" as Frank Smith calls the information which the reader supplies to the text from personal experience of language and life), the meaning which the reader creates from active interaction with the text will approximate the meaning intended by the writer.

This view of the reading process is much more complex than a sequence of skills including learning letters, assigning sounds to them, creating blends and thus proceeding towards word recognition and reproduction. The psycholinguistic approach sees little value in learning words in isolation, and views reading as the processing not only of text, but of context. The total learning and life context in which the process takes place enables or hinders the reading process. Thus, emphasis on learning climate awareness of how to use prior knowledge in processing new text, and the gaining of confidence necessary to take the risk of predicting and then confirming meaning are all important in this widened understanding of the reading process.

The Reading 10 course is built around a concept of reading which is essentially creative. Reading is understood to be a thinking process by which meaning is composed from print text. Viewed in this way, reading becomes a creative process analogous to writing.

Throughout the course, the student is encouraged to select creatively, from a range of past experiences and learned strategies, those which will be appropriate in meaning-making in interaction with a particular piece of print material.

The suggested skills, strategies, and activities provided for the teacher, in the Expanded Statement of Content, give many specific suggestions for creative and critical thinking activities. One example is the range of visualization activities (Concept D-3) by which students are encouraged to develop the ability to visualize what is being read.

The definition on which the Reading 10 course rests has been developed from a thorough research of current reading theory.

READING IS AN ACTIVITY IN WHICH THE READER MAKES MEANING THROUGH AN INTERACTION BETWEEN HIS MIND AND THE MIND OF A WRITER AS MANIFESTED IN PRINT MATERIAL. (Figure 5, p. 38.)

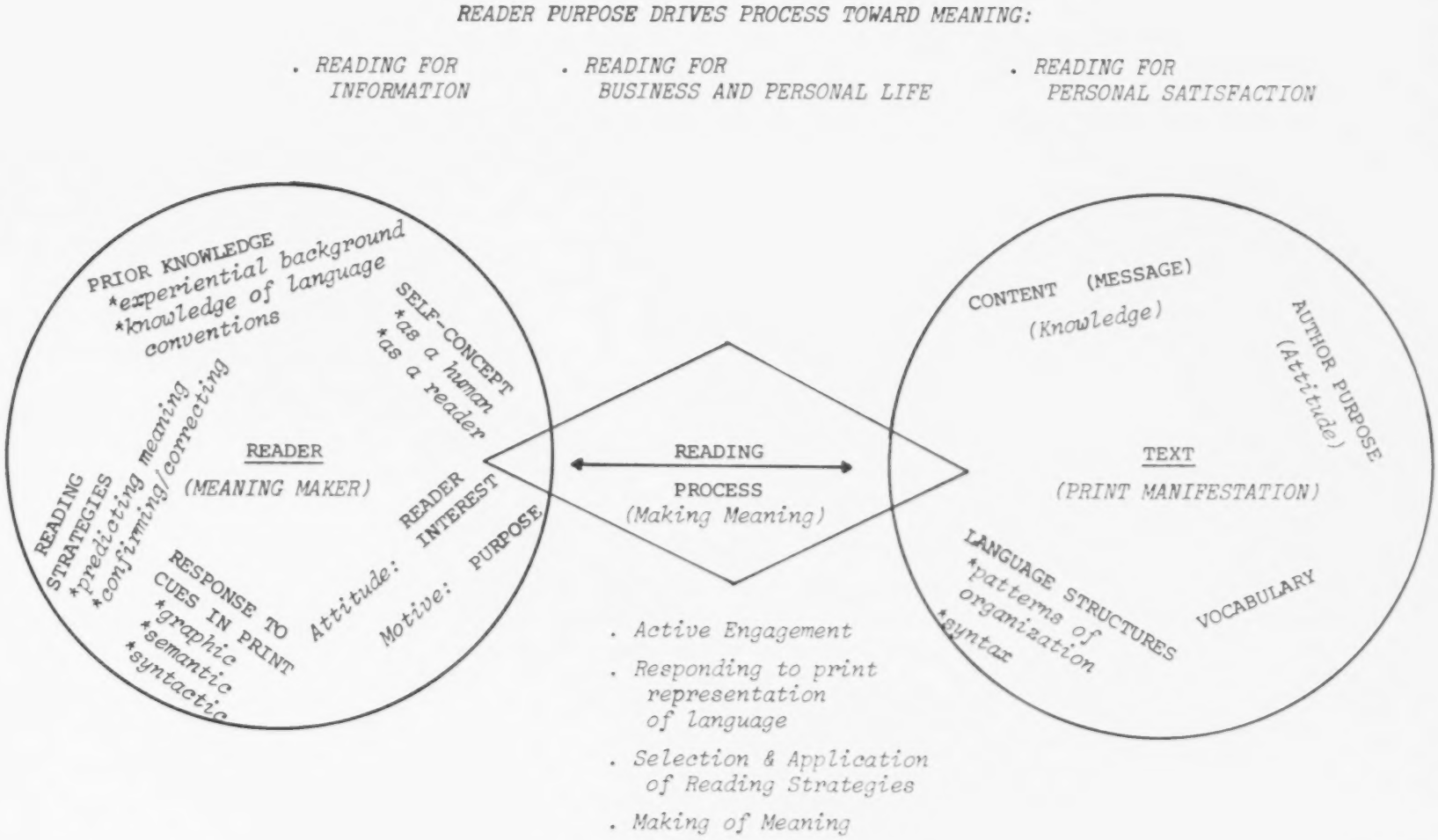


Figure 5: A Conceptual Model of Reading: Reading as Interaction Between Reader and Text

The goal of Reading 10 is not remedial, but developmental and corrective. The course is based on the assumption that any student at any beginning level of reading competency can be helped to become a better reader. In order to help students become better readers, it is important to have a clear idea of what a good reader is -- or does.

The list below suggests behaviors which often characterize good readers. While very few readers will exhibit all of these behaviors, most competent readers will demonstrate many of them. No one characteristic can be considered in isolation from other characteristics, since a good reader is one who, more or less unconsciously, demonstrates a reading behavior which is a composite of many sub-traits.

The composite picture of a good reader which emerges from the list of behaviors below represents a general standard toward which the teaching of the Reading 10 course can strive. Probably no single student (or teacher!) will demonstrate all aspects of good reading behavior at the end of the course, but each will have progressed in some areas.

. A good reader enjoys reading and reads often.

IMPLICATIONS: The Reading 10 course provides opportunity for personal reading; helps students define areas of interest and find reading materials to meet those interests.

. A good reader reads with an awareness of his/her purpose for reading, perceiving the print message to be of significance in any of the following ways:

- as a means to an end
- as a thing in itself
- as of interest to the reader as an individual
- as of interest to the reader as a member of society.

IMPLICATIONS: The Reading 10 course helps students become increasingly aware of their purposes for reading. The Reading 10 course focuses on reading which has perceived significance for the student, rather than on exercises in which the student reads for the sake of practising reading.

. A good reader is aware that the purpose of publisher and author lies behind the print message. A good reader is aware that intention affects the print message.

IMPLICATIONS: The Reading 10 course focuses on gaining meaning from print material, with the understanding that meaning has been placed in print by someone for a particular purpose.

THE CONFIDENT READER...	THE INDIFFERENT READER...	THE "LOST ADOLESCENT" OR NON-READER
. is confident about reading and expects to understand . makes guesses about what is not at first obvious. . .knowing that if one reads on more will become clear . reads a fair amount ("widely, indiscriminately even") and changes reading style to suit the reading matter . moves beyond the information given, to ask "What does the author mean?" . embarks on long reads, accepting the uncertainty of the first page of a novel... . detects the author's tone of voice . matches events in the books against personal experience . recognizes jokes, allegories, puzzles, as well as authoritative statements backed by evidence . models writing on authors he or she knows well "The most obvious difference between the skilled reader and others seems to be in the diversity of their [sic] abilities, the amount they read, and the satisfactions that follow." (p. 193)	. shows signs of reading avoidance including: --increasing dependence on television for information and diversion --no contact with books, unless for brief glance at pictures --homework hurry --no more library visits . shows little or no inclination to put a book into a pocket . has an unwillingness to engage with narrative unless it has a great deal of action, "twice a page if possible" . is unwilling to take the risk of reading a longer narrative . avoids reading homework because he or she doesn't know how information is organized but. . . "Any fourteen-year-old who is reading magazine stories is still a reader, a modern one." ". . .try to begin where the reader is.... . . .I try to encourage the reader to tell me what he is expected to know by the time he has done his set reading." (p. 200)	. believes self is inadequate as a person, different from all those to whom reading comes "naturally" . reproaches self, but also clings to alibis for failure to read . has never felt fluency in reading . does not take the risk of trying to follow the plot of a story, guessing and correcting while reading independently . relies on external cues to meaning such as help from teacher or classmate . continues to practise some reading rituals he or she believes in, even when they never yield the result of meaning . tries to get clues about reading, rather than about the sense of what is written on the page . can often arrive at single words (through sounding and blending) but fails to grasp the meaning of a sentence or a paragraph . hopes to have "something done to him/her" rather than becoming the active, responsible agent of reading. "There is no point in shirking the issue: there has to be effort by the learner. But supporting adults can offer help that is constant, firm, directly related to his needs and based on an understanding of his ability as well as his difficulties." (p. 203)

Figure 6: Characteristics of Three Types of Reading Students (As drawn from Margaret Meek, *Learning to Read*, pp. 193-203)

- A good reader often reads with a questioning attitude and knows what questions are appropriate to ask in approaching various kinds of print materials. A good reader is constantly relating what he/she is reading to what he/she already knows.

  IMPLICATIONS: The Reading 10 course helps students interact with text through developing their abilities to ask questions appropriate to the material they are reading and their purpose for reading. The Reading 10 course also helps students assess and enlarge their background knowledge of life and language, and to learn ways of bringing this background to the text.

- A good reader reads a wide variety of material, adjusting reading rate and strategies to the type of material and the purpose in reading. A good reader is able to employ survey and "going on" techniques as well as careful re-reading when appropriate.

  IMPLICATIONS: The Reading 10 course provides opportunity for students to explore kinds of reading material they might not select for themselves without encouragement. It helps students develop a range of reading strategies appropriate to a widened range of reading materials and purposes for reading. The Reading 10 course helps students increase speed where that is appropriate, and to read slowly where necessary to fully explore meaning.

- A good reader may become interested in some of the words and lanquage patterns encountered in reading.

  IMPLICATIONS: The Reading 10 course provides students with strategies for dealing with unfamiliar words and language patterns, as well as ways of adding to their store of words and patterns.

- A good reader hears the voice of the author and of characters speaking within the material when reading silently. Many good readers also respond to the sound and rhythm of words in the structured sequence of text.

  IMPLICATIONS: The Reading 10 course provides students with opportunity to become more skilled at detecting author tone and attitude, reproducing in their minds speech patterns and words seen in print.

- A good reader visualizes appropriately while reading.

  IMPLICATIONS: The Reading 10 course provides students with opportunity to increase their ability to create visualizations within their own minds, ranging from the appearance of a described character to a step in a construction or thinking process. The Reading 10 course helps students make the link between provided graphics and words within print material.

- A good reader often enjoys talking about reading and sharing ideas discovered while reading.

IMPLICATIONS: The Reading 10 course makes students increasingly aware of the social nature of all language experience, providing opportunity for sharing ideas, evaluations, and recommendations with each other.

The behaviors which characterize a good reader result in the ability to approximate closely the meaning intended by the author of a piece of text. Thus, a good reader gains meaning from text similar to that intended by the person who created the text.

The better the reader, the more fully integrated and internalized the various reading behaviors will have become. Thus, for an excellent reader, print is virtually transparent, a window through which to see meaning. In order to reach that goal of textual transparency, however, the reader may, at various times and in various ways, have to focus on aspects of print and of the reading process in order to have the necessary skills and understandings to internalize it.

The Reading 10 course provides an opportunity for:

- learning specific skills in reading;
- gaining specific understandings about print materials;
- integrating and internalizing the skills and understandings in real reading situations.

By comparing the behaviors and attitudes of a good reader with those of less confident readers, the stage can be set for positive improvement.

Many existing ideas about teaching reading fail because they are based on inadequate descriptions and concepts about the reading process as a whole. Any implementation of the Reading 10 course requires teaching methods based on valid research findings. Some of the implications of research-based methodology are spelled out on the chart on the following page, developed by Joseph Sanacore. The chart can be used as a directional compass to help you know if you are heading in the right direction in method selection.

Six Reading Comprehension Myths and Preventive/Corrective Strategies		
Myth	Manifestation of Myth	Preventive/Corrective Strategies
1. Poor readers need a solid foundation in literal comprehension before they are able to read inferentially.	Teachers stress literal comprehension activities.	Guide students to construct meaning through: . Metacognitive discussions. . Strategy discussions. . Post-reading discussions.
2. Young children are unable to read inferentially.	Teachers stress literal comprehension activities.	Motivate students to make inferences by: . Drawing or finding pictures that enrich the meaning of text. . Acting out sentences from a story. . Playing a variation of charades. . Engaging in prereading discussions that help children weave new information into old information. . Engaging in postreading discussions that highlight inferential questions.
3. Questions to aid comprehension must come from the teacher or textbook.	Teachers expect students to answer, but not ask, questions.	Help students generate their own questions by: . Teaching them self-questioning strategies to help them find the main points in text. . Teaching them schema-general questions related to the structure of complex short stories and guiding them to use these generalized questions to create story-specific questions.
4. Real understanding of the text comes from finding the author's precise meaning.	Teachers direct activities to interpretation of author's message.	Guide students to believe that their experiences bring value to their reading and can enhance their comprehension through: . Relating what they read to their own attitudes, perceptions, and feelings (when reading aesthetic literature). . Using their experiences and purpose in reading to affect their understanding (when reading non-aesthetic material). . Discussing the difficulty of distinguishing between aesthetic and non-aesthetic material due to varied purposes for reading. . Linking reading and writing while incorporating a response heuristic.
5. Looking back during reading lessens comprehension.	Teachers correct (or penalize) students for looking back.	Encourage students to use lookback strategies to overcome blocks to comprehension by: . Reading a passage and answering subsequent questions, some of which require lookbacks. . Using monitoring and resolving strategies when they encounter difficulty in comprehending, both during instructional activities and independent reading.
6. Good readers do not need guidance in effective reading and studying of textbook chapters.	Teachers provide minimal instruction in reading/studying techniques.	Provide systematic instruction in study methods, such as: . SQ3R (Robinson, 1962) . PQ4R (Thomas and Robinson, 1977; Sanacore, 1982) . Making and taking notes . Transferring study techniques to resources being used. Design textbook-related tests to match the structure of textbook chapters.

Figure 7: ASCD, *Educational Leadership* — Feb. 1985 (p.45)

Specific teaching suggestions will be found in the accompanying monograph. Here we can only outline an appropriate stance:

Teacher as Role Model

One helpful role the teacher can assume is that of role model as a fellow learner. If the Reading 10 class can become a fellowship of readers, a conspiracy for solving reading problems, and a collaboration of student and teacher for the improvement of reading, the teacher will have done a great deal to break down the wall which, although largely imagined, nonetheless separates proficient readers from less capable ones.

As a role model, the teacher can identify with the students as a reader and as a learner. As a fellow learner, the teacher can effectively communicate an attitude which is, after all, probably more important than any one technique or teaching approach, saying by mode and by manner, "Reading is important to me. I am constantly using it to extend the limits of my world. And like you, I am therefore often bumping up against my own limitations as a reader. Here's what I do to extend my range of reading strategies...."

Teacher and Student Self-Concept

Student self-perception is a key to improved reading, and the teacher must consciously teach in such a way that the student reverses previously learned perceptions of him/herself as a non-reader. The teacher who accepts the role of fellow reader has already taken a step toward enhancing student self-concept. By focusing on reader strengths, reader purpose, and prior experience of the reader, the teacher can break the self-defeating cycle of "I can't, therefore I don't read." As improved reading and study skills help students achieve better results in school, work, and pleasure reading situations, feelings of success will help them read more widely, tackle more difficult reading assignments with confidence, and increasingly perceive themselves as readers and learners.

[redacted]

Evaluation in Reading 10 will be carried out for the following purposes:

- to assess student strengths and learn where help is needed;
- to measure student progress in developing attitudes, skills and approaches which characterize good readers;
- to assign student marks based on accomplishment of course objectives.

In order to measure growth, the reading teacher will use diagnostic, ongoing and summative evaluation procedures.

Diagnostic Procedures

The purpose of diagnostic procedures is to discover what reading skills students have aready gained in order to develop teaching approaches to build on those strengths while helping students in areas of weakness. Thus, diagnostic procedures should be seen as a method of assessing student strengths, while helping students discover those areas where they need to become more confident and able as readers. Assigning a grade level through standardized testing is probably the least helpful approach, since it tends to reinforce negative self-perceptions and offer the teacher little valuable information

about the way in which the student reads. More helpful diagnostic approaches involve the student in developing an awareness of reading strategies.

Figure 7 will provide the teacher with a guide to characteristic reading traits which could be noted diagnostically.

Ongoing Evaluation

Throughout the course, evaluation methods will be used to measure student growth. Teachers are encouraged to use a range of methods for gathering information about students' progress, including teacher observation of reading behavior, evaluation of student reading records, such as logs or reading diaries, and unit end examinations.

Summative Evaluation

Figure 8 shows a series of continua along which reader progress can and should be measured. Final evaluation of the course should include teacher observation, student self-evaluation, marks gathered on tests and response assignments throughout the term, and a final exam mark.

INCOMING: THE STUDENT AS READER		OUTGOING: THE STUDENT AS SUCCESSFUL READER
Reluctant Reader	----------	Eager Reader
Under-confident Reader	----------	Confident Reader
Short-burst Reader	----------	Sustained Reader
Disengaged Reader	----------	Involved Reader
Assisted Reader	----------	Independent Reader
Safe Reader	----------	Risk-Taking Reader

Figure 8: Desired Outcomes of Reading 10

Each student will enter Reading 10 somewhere along the line between these paired continua. The teacher's task will be to take each from where he/she begins to a point somewhat closer to reading with fluency.

A much fuller discussion of teaching methods and evaluative procedures congruent with the objectives and philosophy of Reading 10 will be found in the monograph, TEACHING AND EVALUATING READING IN THE SENIOR HIGH SCHOOL, to which the teacher is encouraged to turn.

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